**Implementing the MYP**

**Category 1 Sciences**

**Workbook pages to complement the standard slides and planner**

**Session: Page: Title:**

1 2 See, think, wonder

3 Programme standards and practices

4 Headlines (reflection)

2 5 Jigsaw

6 Scavenger hunt

3 7 Starting a unit plan

8 Global concepts (matching)

4 9 Developing a Statement of inquiry

10 Lines of inquiry and Inquiry questions

5 11 Summative assessment – what, why and how?

12 Preparing a summative assessment

13 Reflection – Are we in the zone?

6 14 ATL across the continuum

7 15 Lights! Camera! Action!

16 Designing active learning experiences

8 17 Summative assessment

9 18 Compass points reflection

10 19 Standards and practices reflection

**See, think, wonder!**

While watching the video clip, make notes on what you see. This should be descriptive only.

Once the video is finished, use the “think” section to record explanations, clarifications or interpretations of what you saw.

Finally, in the “wonder” section, you can speculate or consider the implications of what you have seen.

|  |
| --- |
| **What do you see?** |
|  |
| **What do you think?** |
|  |
| **What do you wonder?** |
|  |

“See, think, wonder” routine developed by Project Zero at the Harvard Graduate School of Education.

**Programme standards and practices**

**-a page for your thoughts**

Working with:

**Our assigned standard**

**How do the programme standards and practices impact directly on planning for teaching and learning in science?**

|  |  |
| --- | --- |
| **Practice** | **Impact** |
|  |  |

**How am I meeting this standard currently?**

**Visible thinking: Headlines**



**My headline**

**Envelope jigsaw**

**To help you report back:**

|  |
| --- |
| One change we made to the grouping for MYP year \_\_\_ |
| One change we made to the grouping for MYP year \_\_\_ |

**Reflection:**

|  |
| --- |
| How accurate were we? |
| Were there any surprises? |
| Any questions? |

**Scavenger hunt**

|  |  |
| --- | --- |
| **Find the following in the MYP Sciences guide:** | **Where did you find them?** |
| **Objectives:** |  |
| **Teaching & learning / assessment requirements:** |  |
| **Interdisciplinary teaching & learning requirements:** |  |

**Starting a unit plan**

|  |  |
| --- | --- |
| Working with: |  |
| Topic: |  |
| MYP year / subject: |  |

**Concepts:**

|  |  |
| --- | --- |
| Key concept | Why that one? |
| Related concept 1 | Why that one? |
| Related concept 2 | Why that one? |

**Global context:**

*Suggestion: “Scientific and technical innovation” is the obvious global context to choose for many units of work in the sciences. But students should experience all of the global contexts at some stage in their MYP science journey. It might be a good idea to highlight the individual explorations that are most relevant to science within the global context descriptions. This would help see opportunities to use the less obvious global contexts.*

|  |
| --- |
| Which Global context will we use in this unit? |
| What exploration within the Global context is suitable? |

**Global contexts**

**Match the descriptor to the appropriate global context**

|  |  |  |
| --- | --- | --- |
| **Fairness and development** |  | Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. |
|  |  |  |
| **Identities and relationships** |  | Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives. |
|  |  |  |
| **Orientation in time and space** |  | Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. |
|  |  |  |
| **Globalization and sustainability** |  | Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs. |
|  |  |  |
| **Scientific and technical innovation** |  | Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment. |
|  |  |  |
| **Personal and cultural expression** |  | Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. |

**Developing a Statement of Inquiry**

**Step 1.** Combine the key and related concepts into a conceptual understanding before adding in other aspects. This should:

* Merge the key and related concepts into a single statement
* Express the “big idea” you want students to take away from the unit
* Be general rather than topic specific (Ideally, it could be used with different topics in different years of the MYP.)

**Our conceptual understanding for this unit:**

**Step 2.** Contextualize the understanding into a Statement of inquiry which:

* Synthesizes the contexts with a Global context
* Facilitates synergistic thinking
* Focusses the unit (by using topic specific words)
* Is directly tied to the summative assessment.

At this stage, now that ideas are firmed up a bit, you might like to transfer your decisions to a blank unit planner. The hardest bit is done!

**Lines of inquiry and Inquiry questions**

*Hint: Put lots of content into the Line of inquiry statement, but remove it again in the actual inquiry questions.*

|  |  |
| --- | --- |
| **Topic:** |  |
| **Key concept:** |  |
| **Related concepts:** |  |
| **Global context:** |  |

|  |  |
| --- | --- |
| **Factual** | **Line of inquiry:**  **Question(s):** |
| **Conceptual** | **Line of inquiry:**  **Question(s):** |
| **Debatable / provocative** | **Line of inquiry:**  **Question(s):** |



Why?

What?

How?

**Assessment summit**

How?

|  |
| --- |
| **What is assessment?** |
| **Why do we assess?** |
| **How do we assess?** |

**Preparing a summative assessment**

|  |
| --- |
| Statement of inquiry: |
| Box 1. (following brainstorming) Selected assessment task: |
| Box 2. Considering the key learning outcomes that you want to assess, which objective strands would be most applicable? |
| Which assessment criteria / strands are most appropriate? |
| Box 3: How does your assessment task relate to the statement of inquiry? |

**Reflection – Are we in the zone?**

*Reflect on one or more of the questions given.*

How does the description of the assessment task allow students to meet the high end of the descriptors?

How does the assessment task allow students to demonstrate their own understanding of the statement of inquiry?

Do the objectives and the objective strands that are chosen support the summative task?

Has the teacher chosen too many or not enough objective strands to unpack realistically in the time frame stated?

**ATL across the continuum**

The task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What skills would I have to learn in order to carry out this task?
2. What other skills that I already have, would I need to use?
3. Classify each skill according to its ATL category:
   1. Communication
   2. Social
   3. Self-management
   4. Research
   5. Thinking (Do any belong to more than one category?)

|  |  |
| --- | --- |
| **New skills** | **ATL category** |
| **Existing skills** |

The group will present a 1-minute role-play to show how one of the skill categories is critical to the completion of the task.

**Lights! Camera! Action!**



**How can we ensure all students are able to put their learning into action?**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**Designing active learning experiences**

Selected ATL skill(s):

|  |  |  |
| --- | --- | --- |
| **Active learning experiences** |  |  |
| **Formative assessment** |  |  |
| **Differentiation** |  |  |

Use this page for your working. If you have time, transfer your final decisions to your developing unit plan.

**Summative assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria**  **Tasks** | **Criterion A** | **Criterion B** | **Criterion C** | **Criterion D** |
| Research project | 6 |  |  | 8 |
| Practical investigation |  | 5 | 6 |  |
| Oral presentation | 7 |  |  | 7 |
| Case study |  | 7 | 6 |  |
| Test (not multiple choice) | 6 |  | 5 |  |
| **Final levels** |  |  |  |  |
| **Criteria Total** | **/32** | | **Final Subject Grade** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Final Subject Grade** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Boundaries | 1 - 5 | 6 - 9 | 10 - 14 | 15 - 18 | 19 - 23 | 24 - 27 | 28 - 32 |

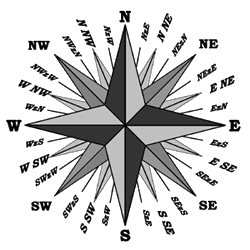
**Compass Points (Harvard Project Zero)**

What do you find exciting?

What do you find worrisome?

What are

you now prepared to take a stand on?



What would you like to know more about?

**Standards and Practices reflection**

For each of the IB MYP Curriculum standards, try to list one or two practices that have been addressed during the workshop.

**Standard C1: Collaborative planning**

**Standard C2: Written curriculum**

**Standard C3: Teaching and learning**

**Standard C4: Assessment**